MESSAGE FROM KEY SCHOOL BODIES

Principal’s Message

The Annual Report to the School Community provides information about school performance, initiatives and developments during the year and achievements arising from planned development.

The report draws together information of major interests and importance to the school community and demonstrates accountability to the Dominican Sisters of Eastern Australia and the Solomon Islands and other regulatory bodies. This report complements and is supplementary to the school newsletter and other regular communications. Further information about the school and/or this report is available at the School.

St Lucy’s School is dedicated to students with an intellectual disability. St Lucy’s mission is to provide “an excellence in education that empowers students with the values, knowledge, attitudes and skills to flourish and participate fully in society”.

Success of this Mission is achieved within the framework of the three-year strategic plan for the school, developed in 2014, that has three major goals. These being that St Lucy’s:

• Continue to be a Catholic school in the Dominican tradition serving its students and their families;
• Continue to be a centre of excellence and best practice in education, and
• Strengthen the management processes and structures of the School and Foundation that support effective and transparent governance to ensure the School’s long term sustainability.

St Lucy’s has had a successful year with a number of initiatives introduced to facilitate the achievement of these broad goals. The Dominican Order are celebrating their 800 year Jubilee in 2016 and in preparation for the Jubilee and to continue staffs’ formation in the Dominican tradition, the staff have undertaken workshops on Sisters Coming to Australia by Sister Elizabeth Hellwig and Prayer and Liturgy by the Promoter of Charism in Dominican Schools, Marg O’Shea. Marg also spent time with the Leadership Team discussing ideas for promoting and celebrating the 800 years of the Order of Preachers which has a theme of preaching the Gospel. Staff that travelled on pilgrimage to visit the Lands of Dominic have been able to inform and inspire the St Lucy’s community of the spirit of the Dominicans.

Stage Facilitators were appointed to each Stage of the school. These Facilitators successfully worked with Stage teams to maximise the use of staffing, increase the flexibility within the school timetable to enable further small group and individual work with students and to collaborate on curriculum and resource development.

Teaching staff worked in learning teams on further developing the Maths4Life program, developing resources for the teaching of text types and for the Smartboard, and increasing hands-on learning for the integrated work units particularly in the Key Learning Area of Science and Technology.

A new Therapy Model was implemented in 2015 with an increased focus on providing therapy services to the early years. Early Stage 1 and Stage 1 classes have an allocated Speech and Occupational Therapist who work in Partnership with class staff, assisting them with assessment, goal setting, programming and resource development, team teaching and providing small group therapy to students. Stage 2 and 3 students receive services on a referral basis.
Workshops were delivered to members of our community and external professionals in Positive Behaviour Support, Key Word Sign, Triple P, Emotional Regulation, and Toileting. St Lucy’s also organised workshops in relation to Sleep by Professor Dominic Fitzgerald as part of a Carer’s Week Grant, Puberty, Sexuality and Disability by Family Planning, NDIS by My Choice Matters and ProLoQuo2Go by the Assistware CEO, David Niemeijer.

St Lucy’s initiated a Respite Committee whose brief is to look at ways that St Lucy’s can further support families in caring for their child and provide respite to family members. As part of this, St Lucy’s held its first Siblings’ Day to resounding success. Siblings had a chance to spend time in class with their St Lucy’s sibling, meet other children who have a brother or sister with a disability and ask questions of staff about their brother or sister’s educational program and disabilities in general. St Lucy’s also extended its provision of the Holiday Program to full days.

St Lucy’s went through the School Registration Program and was successful in attaining Registration for another 5 years. Preparing for the inspection and submission of documentation required a great deal of work from key members of the school community.

The initiatives described above provide a brief summary of some of the innovative work that has been undertaken at St Lucy’s during the past year. I would like to pay tribute to the staff, the parents, the volunteers and the wider school community. Their commitment and hard work ensures the goal of St Lucy’s to provide “an excellence in education for children with disabilities” is accomplished.

Warren Hopley
Acting Principal

Chair of the St Lucy’s School Board

In 2015, St Lucy’s School continued to explore ways to bring the Catholic dimension of the School with its Dominican charm to the forefront in all its decision making and activities. This was done in the context of the preparation for the celebrations in 2016 of 800 years of the Dominican story. During the year it was announced that the application by the Dominican Sisters in Australia to set up a new governance structure, a Public Juridic Person, had been approved by Rome. While the establishment of a PJP will have little impact on the day to day running of the School, it will have impact at Board and Executive level. The new entity called Dominican Education Australia will come into effect in 2016.

St Lucy’s School continued to provide high quality education to meet the needs of our students. The teaching staff, therapists and all other staff are committed to our young people and constantly strive through developing high quality teaching and learning programs and through their commitment to their professional learning to ensure that our students work towards achieving their potential. For this I and all the other Directors of the School Board are highly appreciative of their efforts.

In many ways, St Lucy’s continued to enhance its offerings to students in the building of the new playground and the provision of a new bus. These additional resources provide the resources for students to engage with each other and with the broader community.

At Board level, the Directors started initial discussions on the development of a Master Plan for the school. These discussions are in an initial stage and will be taken up more fully in 2016 when we aim to invite the school community to participate.

The Board is extremely grateful to the many organisations and individuals who support St
Lucy’s financially. As you are aware, our government funding and school fees do not meet the requirements of running the school. We do rely on fundraising to enable the school to provide necessary resources. The two largest fundraisers last year were the Parliament House Lunch with Malcolm Turnbull as our guest speaker – and little did we know that he would be Prime Minister by the end of the year – and the Week Without Words. I would like to thank all our supporters for their generosity, and encourage them to continue to support St Lucy’s.

Every five years each non-government school in NSW needs to be registered by the Board of Studies, Teaching and Educational Standards in order for the school to continue to receive government funding. In 2015, St Lucy’s successfully went through that process and demonstrated that it was fully compliant. Thank you to the members of the Executive who ensured that all the appropriate curriculum, safety, financial and governance documentation was up to date and compliant in all respects.

In 2015, the Principal, Dr Georgina Reynhout, as stipulated in her contract, underwent a mid-term performance review. The Chair of the Panel was Ms Beverley Johnson, a very experienced educator and she was assisted by Mr Tony Fitzgerald, the Principal of Mater Dei School, Narellan. This process was a very thorough one and it did involve the whole St Lucy’s community so I thank all those who contributed to the process.

During the Christmas holidays, Dr Georgina Reynhout made the decision to resign from St Lucy’s. On behalf of all members of the St Lucy’s Community I would like to thank Georgina for her commitment to and achievements at the school in the three years she was Principal. I wish her well for the future both personally and professionally.

I would like to take the opportunity of thanking the Board Directors who generously give of their time and expertise in a voluntary capacity for the benefit of the school. Thank you to: Sue Fabian, Jack Flanagan, Steven Graham, Sr Rosemary Lewins OP, Helen Mattick, Nick Ogden, Anne Pearson, Susan Roberts and Miriam Stiel. During the year we farewelled Anne Pearson from the Board and welcomed Jim Verco as a Board member.

I continue to look forward to a very productive 2016.

Kitty Guerin
Chair
St Lucy’s Board of Directors

President of the Parents and Friends Association

During 2015, the P&F Team focused their efforts into building a community that was supportive and fun. Mindful of the lack of time and resources that parents have, we focused on activities that will bring the community closer together.

We started the year with a Parents’ night out where about 40 parents got together at Terrey Hills Tavern. We had the opportunity to talk, and have a good laugh which is always important in life. We organised the Friendship list that was distributed via the class parents at the beginning of the year to promote families to get together within their own class and get to know each other.

We supported the new parents to become at ease at school by welcoming them into activities like canteen and swimming.

During first term we contemplated the idea to create a cookbook but due to lack of support we decided not to go ahead.
The Mother’s Day stall was held on the 8th of May and allowed new parents to get involved in an activity that helped them to get to know the children better.

The 15th May was an important day for the P&F as the Siblings’ Day took place at the Wahroonga campus. We were proud to see so many siblings get together and have a fantastic day with their brother or sister. Thank you to all that made the day possible. As part of supporting the logistics of the event, the P&F were responsible for the catering. A lot of cupcakes were required that day!

Father’s Day was held on 4th September. We worked together with the staff to ensure every child in St Lucy’s left with a gift for Dad. The children loved the experience and it was very rewarding to see their faces light up when buying a gift.

During Term 3, we ran a very successful cake stall with the purpose of raising funds for the Thank You Morning Tea for the Staff which was held in December. Parents had an opportunity to thank the beautiful teachers and staff for their dedication and commitment to our children.

In addition to this, we supported the staff on Grandparents’ Day and the induction to New Parents Day. We were also lucky to have Carolyn Jensen selling the Entertainment Books.

2015 was also a very challenging time for some of our parents. The P&F worked hard to support them by cooking meals, supporting them emotionally and ensuring that they felt supported and never alone.

Alan Khaw has been representing the school at the NSW Parents’ Council.

The P&F meetings have created a forum where the staff and parents can work together to create a better school for the children. We have run meetings in relation to management of behaviours, and actions resulting from the parent survey that were well attended. We were able to answer questions from parents and to create a very healthy environment in which the community can work to build a better school for the children.

The P&F of 2015 recognised that the stars of the year were the children. They have worked really hard to be the best they can be.

Richard Brimble
President, St Lucy’s Parents and Friends Association

CONTEXUAL INFORMATION ABOUT THE SCHOOL

Mission Statement
St Lucy’s School is a Catholic school in the Dominican tradition for students with disabilities. We provide excellence in education that empowers students with the values, knowledge, attitudes and skills to flourish and participate fully in society.

Values
The values of St Lucy’s School are based on the teaching of the Catholic Church and St Dominic. These values are modelled by our behaviour, expressed in our decisions, practised in our relationships and taught to the children.

Truth
Truth (Veritas) is St Lucy’s motto. God is truth and we find what is true through open discussion and attention to the knowledge and thinking of others, reflected on through study and prayer.
Community
We are open to all, especially the stranger, the unwanted and the unnoticed, welcoming and caring for the Christ in each other. We value the uniqueness of each individual. We enable all to participate actively and contribute to the community of St Lucy's.

Individuality
Every individual is precious as each has been uniquely made in the image of God. We rejoice in and celebrate difference, know and accept each one's gifts and acknowledge the life and faith journey of each.

Joyfulness
The experience of joy is a way to God. Our own experiences of joy call us to assist in the transformation of the suffering and pain of those who do not know the fullness of joy.

Justice
Christ calls us to stand compassionately with those in need to help them seek for themselves their rights and dignity when these are denied.

Knowledge
We see complexities and contradictions as capable of ultimate resolution within God. The Dominican value is to thirst for understanding and life meanings. We evaluate new thoughts, ideas and movements carefully before passing judgement.

Peace and peacefulness
Peace in Dominican terms is developing right and just relationships with others. We are committed to healing and reconciliation between peoples based on justice, responding with Christ's compassion and forgiveness to all.

The aesthetic
We view all people, including ourselves, as a work of God's art. We value and explore creative and artistic expression as an expression of God's being. We foster the imagination and creativity within each individual.

Unity of creation
The interdependence of all God's creation calls us to collective stewardship of our earth. We believe that the entire world's people should be able to access its natural and manufactured goods. As part of creation, we accept our responsibility for a just sharing of resources.

Contemplation and prayer
We seek to nourish the children's inner spiritual life and to satisfy the hunger for the sacred in us all, exploring forms of prayer and worship that are meaningful to the children and pleasing to God.

SCHOOL PROFILE
St Lucy’s School Wahroonga is an incorporated body owned by the Dominican Sisters of Eastern Australia and the Solomon Islands and managed by a Board of Directors. St. Lucy’s is an independent, primary, co-educational special school, registered (Years K-6) by the (NSW) Board of Studies, Teaching and Educational Standards.

St Lucy’s caters to primary aged students on our main campus in Sydney’s Wahroonga and in satellite classes on the Northern Beaches. At St Lucy’s, we view each child individually to unlock their unique
potential and encourage them to become independent. We provide a holistic education, offering outstanding academic programs taught by special educators. Access to the programs is achieved through the involvement of the Educational Support Services Team. The Educational Support Services Team comprises Speech Pathologists, Occupational Therapists and a Psychologist. It is part of our mission to raise awareness of issues pertaining to disability in the wider community.

**Teaching and Learning**
The St Lucy’s curriculum is based on the six BOSTES Key Learning Areas and is delivered at our main campus in Wahroonga and satellite classes by specialist staff including teachers, teacher’s aides, therapists and creative artists.

Planning and programming in each learning area requires a high level of differentiation, with teaching and learning strategies selected to meet the strengths and needs of individual students within each class. St Lucy’s staff utilise the latest research to inform teaching and learning and view collaboration between teams of staff and parents as key to successful outcomes for students. Each student has an Individual Education Plan which is informed by parent’s priorities and detailed assessment information. St Lucy’s acknowledges the role of parents as primary educators of their children and supports them as partners in learning.

Additional programs are offered to further develop student’s academic, creative and social skills. These include the Reading Tutor Program, Maths 4 Life, Creative Arts’ scholarships, play programs and after school programs.

Professional training is provided to parents, external educators and therapists by our expert staff.

**Spiritual Life of St Lucy’s**
A profound sense of spirituality has continued to pervade all aspects of St Lucy’s throughout 2015. The Dominican Order are celebrating their 800 year Jubilee with the theme of preaching the gospel in 2016 and in preparation for the Jubilee and to continue staffs’ formation in the Dominican tradition, the staff have undertaken workshops on Sisters Coming to Australia by Sister Elizabeth Hellwig and Prayer and Liturgy by the Promoter of Charism in Dominican Schools, Marg O’Shea. Eight children received the sacraments of Confirmation, Reconciliation and First Eucharist and three were baptised in 2015.

**Pastoral Care**
Pastoral Care at St Lucy’s extends to families as well as to the students enrolled at the School. All staff see their role as being one of support and understanding. The Religious Education Coordinator and Sr Helen work with Mrs Jennifer Gregory (who is employed in the role of Pastoral Care Worker) to meet with parents, grandparents and carers. Ministering to the families by listening yet not offering solutions, our Pastoral Care workers can enable individuals to gain a new perspective or a sense of not travelling alone. Assistance in identifying and accessing support services outside the school is another means of support. Pastoral Care at St Lucy’s also includes the facilitation of support groups which can be a venue for a “letting go” of stress and anxiety, even if only for a brief respite. Sharing stories over morning or afternoon tea in an atmosphere of trust and confidentiality can provide much-needed companionship and encouragement.

Additionally, in partnership with the Educational Support Services team, free information evenings are facilitated on a range of topics relevant to the needs of the children and families of St Lucy’s. When needed, Pastoral Care at St Lucy’s also includes the provision of meals for families experiencing difficulty such as illness etc. Under the umbrella of OASIS, our Pastoral Care seeks to offer St Lucy’s families partnership, support and refreshment.
CHARACTERISTICS OF THE STUDENT BODY

Students by Primary Disability

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Disability - Mild</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Cognitive Disability - Moderate</td>
<td>16</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Cognitive Disability - Severe</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>19</td>
<td>50</td>
<td>69</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>46</strong></td>
<td><strong>88</strong></td>
<td><strong>134</strong></td>
</tr>
</tbody>
</table>

Students by Gender and Year

<table>
<thead>
<tr>
<th>School year</th>
<th>KG</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>%</td>
<td>18</td>
<td>9</td>
<td>13</td>
<td>7</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Boys</td>
<td>21</td>
<td>10</td>
<td>19</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>88</td>
</tr>
<tr>
<td>%</td>
<td>24</td>
<td>11</td>
<td>22</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>TOTALS</td>
<td>30</td>
<td>14</td>
<td>25</td>
<td>16</td>
<td>19</td>
<td>12</td>
<td>18</td>
<td>134</td>
</tr>
<tr>
<td>%</td>
<td>22</td>
<td>11</td>
<td>19</td>
<td>12</td>
<td>14</td>
<td>9</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2015, 4 St Lucy’s students took part in the NAPLAN (National Assessment Program – Literacy and Numeracy) with 2 students each from years 3 and 5. Achievement for Year 3 is reported from Bands 1 to 6 with the National Minimum Standard being Band 2. The students scored Band 2 and above for all but one test.

Achievement for year 5 is reported from Bands 3 to 8 with a National Minimum Standard of Band 4. Students achieved band 4 and above for four of the 8 tests. Students in Year 5 demonstrated most difficulty with the Numeracy tests. Pleasing individual results include a year 5 student achieving Band 6’s for Spelling, and Grammar and Punctuation and a year 3 student scoring a band 5 for Spelling and band 4 for Reading.

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

This part of the report is not relevant to St Lucy’s School.
TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Teacher qualifications
The following table provides details of the qualifications of St Lucy’s teaching staff who were employed during 2015.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates in Teaching or Special Education</td>
<td>13</td>
</tr>
<tr>
<td>Post-graduate Special Education Qualifications</td>
<td>2</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>4</td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Total Teacher Headcount</td>
<td>20</td>
</tr>
</tbody>
</table>

Professional Learning
The following table provides information pertaining to the professional learning provided by external providers undertaken by St Lucy’s staff during 2015.

<table>
<thead>
<tr>
<th>Training Category</th>
<th>Staff Attending</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augmentative Communication</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>First Aid - School</td>
<td>All Staff</td>
<td>1</td>
</tr>
<tr>
<td>Management &amp; Support</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Literacy</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Spiritual &amp; Personal Development</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Therapy</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Vision &amp; Hearing</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>WHS/Safety</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Compliance Online Training</td>
<td>All Staff</td>
<td>0.5</td>
</tr>
</tbody>
</table>
WORKFORCE COMPOSITION
The table below shows the workforce composition in 2015.

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Head Count</th>
<th>Full-Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>20</td>
<td>15.9</td>
</tr>
<tr>
<td>Teachers’ Aides</td>
<td>19</td>
<td>17.4</td>
</tr>
<tr>
<td>Admin, Business Office &amp; IT</td>
<td>8</td>
<td>7.2</td>
</tr>
<tr>
<td>Therapists</td>
<td>7</td>
<td>5.2</td>
</tr>
<tr>
<td>Artists in Residence</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Development Office</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>Pastoral</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>51.6</strong></td>
</tr>
</tbody>
</table>

STUDENT ATTENDANCE RATES
The average student attendance rate in 2015 was 93.02%, which is an average of 6.37 days absent per student.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.02</td>
</tr>
<tr>
<td>1</td>
<td>95.52</td>
</tr>
<tr>
<td>2</td>
<td>96.32</td>
</tr>
<tr>
<td>3</td>
<td>93.11</td>
</tr>
<tr>
<td>4</td>
<td>90.20</td>
</tr>
<tr>
<td>5</td>
<td>92.25</td>
</tr>
<tr>
<td>6</td>
<td>90.40</td>
</tr>
</tbody>
</table>

Management of non-attendance
St Lucy’s monitors and keeps appropriate attendance records thus meeting it’s obligations with regard to student’s education, safety, protection and well-being. Student attendance is recorded daily on the student management database. Parents/guardians email absent@stlucys, as well as the class staff if their child is away to notify of absence, and provide the reason. All cases of unsatisfactory attendance and unexplained part or full day absences from school are investigated promptly. Unexplained absences will be acted upon as follows:

Names of children with an extended, unapproved absence (more than 5 days) or who are regularly absent must be reported to the Principal and Registrar by the class teacher and administration person on front desk. This also applies for children who are frequently late (on more than 5 occasions) without an acceptable reason. The Principal will act upon unsatisfactory attendance by organising a meeting.
with or sending correspondence to the parents/guardians. The attendance issue and any action taken will be recorded, as appropriate, on the student file. In cases where a student has an unexplained absence that exceeds 30 days in 100, the Principal will access the mandatory reporters section of the Keep Them Safe website to determine whether a report is required.

**Enrolment Policy**

St Lucy’s was established as a Special School for Catholic children, but is open to children from other faith backgrounds provided that the Catholic ethos of the school is accepted and respected. The criterion for eligibility at St Lucy’s is for students to be of school age (Kindergarten to Year 6) and to satisfy at least one of the following categories of disability: intellectual impairment, speech/language disorders, Autism. Where places are available, enrolment will be accepted provided that the applicant's needs can be met by the pedagogical philosophy and strategies of St Lucy’s and the availability of placement in the appropriate class or student group where the relevant vacancy exists. Enrolment is at the sole discretion of the Principal, who will take into consideration the school's capacity to educate and provide for the appropriate care of the student. The need to avoid unjustifiable hardship to other students or the School will also be considered. The School is committed to ensuring that it complies with the requirements of the following Legislation: Disability Discrimination legislation; Child Protection legislation; Workplace Health and Safety legislation and State and Commonwealth Education Acts. The full text of the school's Enrolment policy can be accessed by request from the Principal or from the school.

**OTHER SCHOOL POLICIES**

**Student Welfare and Discipline**

The St Lucy’s Pastoral Care of Students and Positive Behaviour Support Policies provide processes by which St Lucy’s seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students. St Lucy’s School, as a Catholic school, recognises that the Gospel values of love, compassion, reconciliation and justice foster an environment which caters to the needs of all members with students’ needs being of primary concern. We recognise and respect the worth of every individual, helping all to achieve their full potential. St Lucy’s adopts a positive behaviour approach in the management of students which consists of reinforcing appropriate behaviour and ignoring inappropriate behaviour which is not injurious. When a student’s behaviour becomes injurious to the student or others, a functional assessment of the student’s behaviour is undertaken to identify the triggers and likely reinforcers so that the environment can be adjusted accordingly. Consequences for continuing inappropriate behaviour range from time-out to loss of privileges such as a favoured activity. When inappropriate behaviour continues to concern staff, parents are informed and their assistance is sought. Corporal punishment is not used at St Lucy’s under any circumstances.

Exclusion from school is used very rarely and only when a child’s behaviour is such that the safety and well-being of other children is compromised and the school needs time to put appropriate behavioural responses in place. This will only be after an extended period of documented intervention.

Occasionally it becomes apparent that St Lucy’s is not the right place for a particular child, either because they need more intensive supervision than St Lucy’s pedagogy and staff structures can provide or because the St Lucy’s academic, social or physical environment is judged to be inappropriate for the student. Such a decision will be taken by the school in consultation with parents and often with external professionals or service providers.
The full text of the school’s Pastoral Care of Students and Positive Behaviour Support Policies can be accessed by request from the Principal or from the school.

**Anti-bullying**
The school Bullying: Preventing and Responding to Bullying Policy provides processes for responding and managing allegations of bullying. The full text of the school’s Anti-bullying policy can be accessed by request from the Principal or from the school.

**Complaints and grievances**
If a parent or staff member or member of the public has a complaint, the first step is for them to meet with the Principal to discuss the issue of concern. If the complainant remains dissatisfied, the second step is to put the complaint in writing to the Principal who will then pass it on to the School Board. The Board’s response will depend on the circumstances and nature of the complaint. Where appropriate, external expertise will be called upon. St Lucy’s School is committed to the principles of due process, procedural fairness and transparency.

**SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT**

**Goals for 2015**

**1. Risk register to be developed.**
The Risk and Audit Committee, comprising of Board members, the Principal and the Business Manager, had a number of meetings in 2015. These meetings included initial preparation for the completion of the Register in 2016.

**2. Development and implementation of the ‘Maths4Life’ program.**
The Maths4Life program was developed and implemented with Stage 3 students in the areas of counting with 1:1 correspondence, identification of numbers in context, and counting multiple amounts of money. These areas were selected in response to assessed student need. Volunteers were trained to work with individual students on their goals for three sessions per week. Each of the Mathematical skills was taught in real-life contexts using resources that were motivating to students. The students demonstrated great progress with goals, regularly needing extension due to the pace of the student’s progress.

**3. Development of a Master Plan for St Lucy’s.**
Initial discussions in relation to the development of a Master Plan occurred in 2015. The development of the Master Plan was delayed due to a shift in strategic focus for the Board in 2015. A Board Retreat Day to be focused on the Master Plan is scheduled for early 2016.

**4. Future strategic direction and options for alternative incomes identified.**
This work was to occur as part of the development of the Master Plan so has been delayed until 2016.

**Goals for 2016**
- Develop a Master Plan for St Lucy’s and commence planning for a Building Project
- Develop a Risk Register
- Commence implementation of the ICT Strategic review
- Review the Spirituality Scope and Sequence with further development of resources and strategies for teaching and learning
- Implement the revised Professional Learning Plans for teaching staff and therapists
- Successful orientation of Acting Principal and newly appointed Principal for 2017
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The School rules were implemented, modelled, and reinforced to students. The rules are Be kind; Be Safe; Be Your Best.

Positions of responsibility for students that promote respect and responsibility are embedded in activities undertaken in the classroom and whole school initiatives.

Many students from several high schools and universities were welcomed into the school in 2015, to participate in practicum sessions and community service. Each of these students were taken through an induction to St Lucy’s and disability and given the opportunity to work closely with our teachers and students.

Parent satisfaction
Parent satisfaction was measured by a school improvement survey of parents.

Eighty four parents completed the online survey; a response rate of 60%. The survey provided evidence that parent satisfaction pertaining to many aspects of the School’s operations and service delivery was high. Following a detailed analysis of the data obtained from the survey, an action plan was developed to ensure continued school improvement. In addition to the school improvement survey, exit surveys of parents whose children were leaving were undertaken to determine satisfaction levels of these parents.

From the School Improvement Survey the results were:
• 80% of parents feel that the teachers expect their child to do his/her best.
• 90% of parents feel that Individual Education Planning meetings with my child’s teacher are useful.
• 65% of parents feel that teachers at St Lucy’s provide my child and me with useful feedback about his or her school work.
• 80% of parents feel that teachers at St Lucy’s treat students fairly
• 82% of parents feel that I can talk to my child’s teachers about my concerns.
• 82% of parents feel that teachers at St Lucy’s motivate my child to learn.
• 60% of parents feel that my child is making good progress socially at St Lucy’s.
• 68% of parents feel that St Lucy’s works with me to support my child’s learning.
• 60% of parents feel that they are happy with the academic progress their child has made this year.
• 95% of parents feel their child is safe at St Lucy’s.

Student satisfaction
The use of a school improvement survey to measure student satisfaction is not an appropriate tool to measure the satisfaction of the majority of St Lucy’s students. At St Lucy’s, student satisfaction can reasonably be measured by parent report. The majority of parents, when surveyed, report that their child is very happy at St Lucy’s.

Staff satisfaction
Staff satisfaction was measured by a school improvement survey of staff conducted on-line at the end of 2015. Fifty three staff completed the survey; a response rate of 93%. The survey provided evidence that staff satisfaction pertaining to many aspects of their employment at the school was high and that staff would recommend St Lucy’s as a place to work. Following a detailed analysis of the data obtained from the survey, an action plan was developed to ensure on-going school improvement.
SUMMARY FINANCIAL INFORMATION

Finances
State and Commonwealth grants contributed 65% of St Lucy’s operating revenue in 2015. The primary component of fees and private income is donations and fundraising (over 68%). St Lucy’s School is reliant on donations and fundraising to cover its operating deficit.

The Revenue and Expenses for the 2015 year are shown in the graphs below:

St Lucy's Revenue for 2015

- Fees and Private Income, 35%
- Commonwealth Recurrent Grants, 34%
- State Recurrent Grants, 28%
- Other Capital Income, 3%

St Lucy's Expenses for 2015

- Salaries, allowances and related Expenses, 70%
- Non Salary Expenses, 27%
- Capital Expenditure, 3%
**FUND AND FRIEND-RAISING**
The role of the St Lucy's School Foundation is to work to secure the future of the school by helping to offset the annual deficit. The Foundation is managed by the Foundation Trust Board of Directors. In addition, the school is supported by the Foundation Advisory Council, a body made up of parents and friends of the school who support its fund-raising activities.

The Foundation Advisory Council is served by the school’s Development Office whose goal is to maintain a sustainable income stream, organise fundraising events and campaigns, nurture donors, manage the Bequest program and seek grants and donations.

The annual St Lucy’s Parliament House Lunch with Malcolm Turnbull as the guest speaker was a huge success and the financial support from Sydney’s corporate community has been heart warming.

The annual Week Without Words campaign has the dual purpose of raising awareness for those who live with a communication disability in our community and to raise funds to pay for speech therapy, behaviour programs and communication devices that enable our children to have a voice.

The Development Office also manages the Volunteer network at St Lucy’s which includes our wonderful Classroom, Literacy for Life, Maths 4 Life, and admin volunteers as well as our invaluable corporate volunteers.

The Development Office oversees the school’s branding and identity through publications, the school website and our social media presence.

2015 brimmed with activities to further bind and unite the warm and enthusiastic St Lucy’s community. Events held included the Tea and Tissues morning teas, Parent Retreat, Grandparents’ Days, Siblings’ Day, Volunteer thank you events, the New Parents’ Welcome Picnic and Sacramental celebrations while the children’s celebrations also included a very successful Book Week, Easter Hat Parade, St Dominic’s Day, Christmas Concert and Carols’ Evening.

**PUBLICATION REQUIREMENTS**
The 2015 St Lucy’s Annual Report will be published by 30 June 2016. The Annual Report will be made available to the BOSTES online. The report will be published in hard copy and made available from the School. It will also be made available to the public online, on the School’s website.

In addition to formal requirements for publication relating to the Annual Report, St Lucy’s School notes that information may be requested at any time by the NSW or Australian Governments and in order to meet the requirement to have policies and procedures that will facilitate the provision of data to the Minister if any additional information is required at any time (Ref: Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.10.2). Additional information that is requested by the Minister will be provided to the BOSTES in an online or appropriate electronic form.